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ABSTRACT

Legal mandates and a demonstrated need for preservice and graduate instruction in bilingual and bicultural teacher education provided the impetus for initiating four programs at Northern Illinois University. This training program contains undergraduate and graduate program options in elementary education for the certification of bilingual teachers. The program also offers graduate options for the training of bilingual counselors and curriculum specialists. The first program option is a fulltime undergraduate program which leads to a bachelor of science degree in elementary education with an emphasis on bilingual/bicultural education. An outline is given of the coursework, the functions of a bilingual tutor for improving language skills in English or Spanish, diagnostic language procedures, and field experience programs. A similar outline is provided for the second option, which leads either to a master of science in elementary education with a specialization in bilingual/bicultural education, or to a masters degree in secondary education with an area of interest in bilingual/bicultural education. The third program offers a master of science degree in counselor education or in curriculum and supervision with an area of interest in bicultural/bilingual education in both Spanish and English. The fourth program outlined is for a course leading to a master of science in curriculum and supervision with an area of interest in bilingual/bicultural education. The entry and graduation criteria for each option is delineated. The field experience components of each option have a specific emphasis on the development of linguistic and cultural competencies. Criteria are provided for evaluating the program and student attainment of selected competencies. A description of management organization, program goals and objectives, specific objectives and competencies, and core courses in both graduate and undergraduate programs is provided.

(JD)

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ED 209 171

A MODEL PROGRAM FOR THE TRAINING OF
PROFESSIONALS IN BILINGUAL/BICULTURAL EDUCATION

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ABSTRACT

The Model Training Program for Educational Professionals in Bilingual/Bicultural Education contains an undergraduate program option and a graduate program option in elementary education for the certification of bilingual elementary teachers; and graduate options for the training of counselors and curriculum specialists. The model program is built on the definition of the state and national need; and on a theoretical and philosophical rationale for preparation programs for professionals in bilingual/bicultural programs. The author delineates the sequence of courses for each option; medium of instruction for each course; and entry and exit criteria for each option. Included in this article is an explanation of the field experience components with a specific emphasis on the development of linguistic and cultural competencies.

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I. Definition of Need

National

With the rise of ethnic pride in the late 1960's and the increased awareness among members of the dominant society that the United States is a multilingual, multicultural society, also came the realization that the escalating number of students from backgrounds other than English were not being provided with equal educational opportunities. National legislation was enacted to provide a legal and financial base for the establishment of bilingual education, i.e., education utilizing the native language and culture of the student as frameworks for the development of effective educational programs and strategies. The first such legislation, the Bilingual Education Act (BEA), under Title VII of the Elementary and Secondary Education Act of 1965, was signed into law in 1968.

In September, 1973, Illinois passed an amendatory act to its school code; Public Law 78-727, mandating that bilingual education programs begin in July, 1976. Since April, 1975, an increasing number of states have mandated that substantive courses be taught in a language other than English for the benefit of the non-English-speaking students in the school systems. Twenty-two additional states have statutes which expressly or implicitly permit school districts to offer such programs.

Illinois

In response to legislative and judicial mandates, *Lau vs. Nichols*; *Keyes vs. School District*; *Aspira of New York, Incorporated vs. Board of Education of the City of New York, et al*; *Serna vs. Portales Municipal Schools*, more than 500 bilingual programs in more than 78 languages have been implemented throughout the United States. With a ratio of more than 10 to 1,

the majority of these programs are for the Spanish speaking.

According to the 1970 census, 33.2 million Americans, or roughly 16 percent of the U.S. population, speaks a language other than English as a native language. Although Spanish, German, and Italian speakers are the most numerous, the largest linguistically and culturally diverse group in the United States is Spanish speaking. In March, 1974, the United States Bureau of the Census estimated the Spanish-speaking population in the United States to be 10.2 million. At present, the United States Office of Civil Rights estimates that 3.5 million school-aged children speak a language other than English and that 70 percent of these are Spanish speakers. More than three million of these children are Mexican-American and 800,000 are estimated to be Puerto Rican (Bilingual Teacher Preparation Conference Report, p. 39).

Illinois has one of the largest Spanish-speaking populations in the United States--larger than that of New Mexico, Arizona, or Colorado. Estimates of the state's population range from over 390,000 to more than 500,000 inhabitants (Baca, pp. 8-9). In Northern Illinois University's service area, i.e., the northern counties, Baca (p. 36) reports a total of 103,805 Spanish surnamed students enrolled in elementary and secondary schools for the 1974-1975 school year. Many of the communities in the service area report increasing numbers of Spanish-speaking students in their schools. Baca (p. 12) reports that in the suburban portion of Northern's service area, the Spanish-speaking population is reported to have increased approximately 110 percent in the last ten-year period.* The Chicago Tribune, on January 19, 1975, reported an increase of more than 2,000 Spanish surnamed students during the 1975-1976 school year and a decrease of more than 13,000 students in the remainder of the school population. On October 1, 1975,

HEW reported 21.7 percent of the student body in East Aurora of Spanish surnamed--an increase of more than 2 percent from 1974 and of more than 7 percent since 1971.

At the regional and national levels, two clear needs emerge for bilingual/bicultural teachers. The first is the training of additional bilingual/bicultural teachers. As more states implement or expand the bilingual/bicultural programs, increasing numbers of teachers specifically trained to work with the Spanish-speaking students in these programs are being sought. The National Education Association estimates that in order to bring about a ratio of Spanish-speaking students to Spanish-speaking teachers which approximates the national need, 84,500 more Spanish-speaking teachers would have to be employed nationwide (Ethridge).

In addition to the traditional pre-service training for teachers, those teachers who are presently teaching in bilingual/bicultural programs must have the opportunity to gain additional skills and degrees in bilingual/bicultural education. The immediate need to have large numbers of Spanish/English bilingual/bicultural teachers, coupled with the dearth of such teachers on the market, has meant that in most cases teachers who have not been trained or exposed to bilingual/bicultural education but who are bilingual and who were certified through state language testing centers have been hired to implement bilingual/bicultural programs.

In many cases, coordinators of such programs have bachelor's degrees and lack specific training in bilingual/bicultural education. While in many districts regular classroom teachers have continued their training, and, therefore, have master's degrees, the newness of the bilingual programs and staff and the urgent need for staff has meant that, on the whole, the

bilingual teachers are perceived as being less qualified because they lack academic degrees beyond the bachelor's.

The Annual Student Report of the Illinois State Board of Education Program Evaluation, 1979-1980 states that there are 93,124 Spanish-speaking students or 4 percent of the Illinois public school population. Ninety percent of these figures can be found in Northern Illinois University's service area (see map p. 44). According to statistics in the Racial and Ethnic Survey of Students in the Chicago Public Schools, as of October 31, 1980, 18.4 percent or 84,226 students are Hispanic. The September, 1980 list of Illinois School Districts with State Approved Bilingual Programs from the Illinois State Board of Education lists 79 bilingual programs in LEAs outside of Chicago. In her letter of support (see p. 5) Angeline Caruso, Interim Superintendent of Schools in Chicago indicated that Chicago needed 262 bilingual teachers (Spanish/English) as of January 20, 1981. This need can also be reflected in support letters from districts outside of the city of Chicago (see pp. 5-6).

In addition to the needs of the immediate region in Illinois, state supervisors of bilingual education in the Midwest indicate that the surrounding Midwestern (see p. 6) states have an immediate need for bilingual teachers.

On February 1, 1981, the Chicago Tribune ranked the demand for teachers by teaching area. On the scale of 5 = greatest demand and 1 = least demand, bilingual education received a 4.21. Northern Illinois University has been contacted by school systems around the country who are looking for bilingual teachers. These include immediate needs for bilingual teachers in Los Angeles and in Houston. Both districts will be recruiting at Northern during the academic year 1981-1982.

The need for qualified bilingual educators is not, of course, limited only to the need for teachers, but also for counselors and curriculum specialists. A check of the six midwestern states (Michigan, Wisconsin, Ohio, Iowa, Minnesota and Illinois) supports the fact that at present there are no programs in the Midwest which train and certify bilingual counselors and curriculum specialists. Yet the need for such personnel is acute. The Pupil Personnel Services, Staff Racial Language Survey of the Chicago Public School District in December, 1980, indicates that there are 18 Hispanic counselors in the city of Chicago. A ratio of 1 Hispanic counselor to every 4679 Hispanic students! This compares to a ratio of 1 Black counselor to every 842 black students and 1 white counselor to every 224 white students. Using the same data base there are approximately 29 bilingual (Spanish and English) counselors for the 33,448 LEP students in the public schools or 1 bilingual counselor for every 1082 LEP (Spanish/English) students. While these figures are not official, they indicate the drastic need for bilingual counselors. Data from the Illinois State Board of Education, Research Section, of all Public Certificated Personnel excluding the city of Chicago for 1979-1980 shows that: of the 506 supervisors of instruction outside the city of Chicago, none hold the transitional bilingual certificant; of the 792 coordinators of instruction, three hold the transitional bilingual certificate; of the 626 directors of instruction, two hold the transitional bilingual certificate. The Illinois State Office of Education, Bilingual Section indicates that there are 8,000 LEP students outside Chicago and 79 state approved bilingual programs. Further evidence of the need within Northern Illinois University's service area is provided by a survey of public school needs in bilingual education conducted by Northern Illinois

University during January through March, 1976. Surveyed were 158 district superintendents in 128 school districts in the northern twenty-three counties of Illinois. According to data from the Illinois Office of Education, the surveyed school districts have 565 attendance centers with sufficient numbers of Spanish-speaking students to have bilingual programs (Coronado). One hundred and seven district superintendents or their designees replied to questions regarding present staff characteristics, projected staff needs, and program delivery components. The respondents indicated that there was an immediate need for programs which would provide bilingual certification on the undergraduate and graduate levels for more than approximately 800 elementary and secondary teachers.

A second survey of 200 administrators in school districts in northern Illinois conducted in June 1980, indicates good to very good career opportunities for certified bilingual specialists (Ellis).

II. Program Impact

Program Goals

The proposed program intends to:

1. increase the number of fully certified and qualified elementary bilingual teachers for the Spanish speaking in the Midwest through an undergraduate program. (B.S. in Elementary Education with an emphasis in Bilingual/Bicultural Education.)

2. increase the qualifications of certified bilingual teachers in northern Illinois by providing training leading to a Masters Degree in Elementary Education and/or in Secondary Education with an area of interest in Bilingual/Bicultural Education.
3. increase the number of fully certified and qualified counselors and curriculum and supervisory specialists in bilingual education by supporting 15 students each year studying for these specialized degrees.

B.S. in Elementary Education with the Specialization in Bilingual/Bicultural Education. Although four years are needed to complete a B.S. degree, the majority of Northern's students in Elementary Education are transfer students from community colleges. During the previous three years of the program, the majority of the undergraduate students in bilingual education were also from the community colleges. Thirteen students graduated in the first three years with the B.S. Degree. Sixty-seven percent of the students were Latino. All of the graduates are employed throughout Illinois.

M.S. in Elementary Education with the Area of Intent in Bilingual/Bicultural Education. The M.S. in Elementary Education is clearly designed to increase the qualification of those who are participating in this option. All of the present students (15) are teaching in or coordinating bilingual education and all are certified as elementary or secondary teachers. None, however, have had any formal training in bilingual education.

During 1978-1981, 19 M.S. part-time students from 11 school districts surrounding Northern Illinois University participated in the program. Of these 19 students, 17 (90 percent) graduated within the two years of the program. The remaining two graduated in 2½ years. These former students have

become a professional cadre of bilingual educators in Illinois: one has joined the SEA in Illinois in the bilingual section, another is a founding member and chair of the Illinois Association of Bilingual Educators; a third has joined the Office of Migrant Education, and the remaining 16 have received tenure in their districts. At the Illinois Bilingual Conference in Chicago on December 12-13, 1980, seven of the former students made presentations.

M.S. in Counselor Education with an Area of Interest in Bilingual/Bicultural Education. As indicated (p. 5) there are no programs in the Midwest which provide certification in Counselor Education and in curriculum with interest areas of bilingual/bicultural education. The impact of this option is to extend bilingual training in higher education to the training of bilingual educators in other than teaching roles.

M.S. in Curriculum and Supervision with an Area of Interest in Bilingual/Bicultural Education. This option also further impacts on Northern Illinois University by involving the Department of Leadership, Education and Policy Studies and these additional faculties (see p. 45).

III. Instructional Program Design

Theoretical and Philosophical Rationale

The United States Office of Civil Rights (OCR) recently (Lau) estimated that there are 3.5 million children who are from non-English speaking homes. Seventy percent or 2,450,000 of these national origin minority students are Hispanic. The Lau vs. Nichols 1974 Supreme Court decision and subsequent actions in local courts have clearly stated that the educational system must provide equal educational opportunities for limited English proficient

(LEP) students. In the United States bilingual/bicultural education is defined as an educational program in which two languages are used as the mediums of instruction while LEP students are learning English. Equal educational opportunity is achieved by providing LEP students with the opportunity to learn English while not falling behind their English speaking counterparts in the required subject matter. Because of the importance of culture in the formation of self concept, the curriculum generally includes the study of the historical and cultural background of the LEP students. Equal educational opportunity also means the provision of the entire range of educational services appropriate to the cultural and linguistic background of LEP students: well trained bilingual/bicultural teachers, bilingual/bicultural counselors and advisors, curriculum developers and supervisors.

While providing a brief definition of bilingual/bicultural education, the above provides only a hint of the competencies and attitudes needed by educational personnel in bilingual/bicultural programs. Research on the education of the Spanish-speaking and statements by influential professional bodies suggest more encompassing directions. Education in a culturally pluralistic nation must include the teaching of values and attitudes which support cultural diversity and individual uniqueness. Opportunities for existing ethnic cultures to participate effectively in the mainstream culture must be fostered. In short, the effective philosophical base for bilingual/bicultural education is the belief that in a culturally pluralistic nation equal educational opportunity means an equal chance to succeed for all peoples.

Bilingual/bicultural education is based on the belief that in order for an educational system to provide equal opportunity, it must be adapted to the unique characteristics and strengths of the linguistically and culturally distinct and that it must also be responsive to the needs of a culturally pluralistic nation.

Cardenas-Cardenas state that there are certain incompatibilities between the characteristics of the Mexican-American student and the educational program of the public schools. These 40 characteristics have been grouped into: (1) language, (2) culture, (3) societal perceptions, (4) poverty, and (5) mobility. The authors caution that no one characteristic can be isolated, but rather the characteristics are interrelated and interdependent. Although this hypothesis relates to Mexican-Americans in the Southwest, it is our position that the Theory of Incompatibilities refers equally well to the majority of limited English proficient (LEP) Spanish-speaking students in bilingual programs in the Midwest.

Language

Although often referred to as bilingual students, students participating in bilingual/bicultural programs are most likely to be either Spanish-speaking monolingual or Spanish dominant students with a minimum of English language skills. Although the language of the students is Spanish, several varieties are spoken because of the different geographical, historical, and linguistic backgrounds of the students in bilingual/bicultural programs in the Midwest.

Culture

As indicated, the culture of Spanish-speaking students in the bilingual/bicultural programs is varied. Although most of the Spanish-speaking population is Mexican-American, the LEP population of the Midwest is also composed

of Puerto Ricans and other Spanish speakers. One of the aspects of cultural incompatibilities between the learner and the educational system is the obvious difference in the historical and geographical backgrounds of the students and the cultural images portrayed by the schools. Another more subtle and, in our belief, a more important difference is the incompatibility between the cognitive orientation of the learner and that of the teacher, counselor or program supervisor. Not only does culture play a determining role in the way one perceives and feels and in what one expects but also culture provides the references with which one thinks.

Societal Perceptions, Poverty and Mobility

As members of an identifiable minority group, the Spanish speaking bear the brunt of negative societal prejudices and tend to occupy the lower end of the socioeconomic scale. Since behavior stems from an individual's perception of himself/herself in the interaction with surrounding others, racism and prejudice leave little opportunity with which to develop a strong self-concept and identify--two important prerequisites for learning. Mobility, when perceived negatively and when no provision is made in the educational system, is another characteristic of incompatibility.

Viera refers to this incompatibility as "instructional shock" which she defines as the "result of cognitive conflict between one framework for learning and a completely different one for teaching." This researcher as well as others has concluded that the "essence of learning and teaching lies in the conceptual and cognitive frameworks of the learner and on how educational personnel learn to use these frameworks in an atmosphere of acceptance" and trust.

The undergraduate and graduate training programs at NIU are based on the overriding principle that educational professionals in bilingual/bicultural education must have the same quality academic preparation as professionals in non-bilingual settings. Consistent with this belief, and the idea that bilingual/bicultural educators must be qualified to function within the total school environment, the program options in the bilingual education program lead to majors in Counseling and Guidance, Curriculum and Supervision, Elementary Education, Secondary Education. All options meet Illinois State and local (Chicago) certification requirements.

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Program Option I

B.S. in Elementary Education with an Emphasis in Bilingual/Bicultural Education. Program Option I is a full time undergraduate program which leads to certification in Elementary Education and to the Transitional Bilingual Endorsement (Spanish-speaking). Since it is our belief that bilingual/bicultural teachers must be qualified in elementary education and in the unique aspects of bilingual/bicultural education, the undergraduate program option seeks to integrate and sequence the elementary and bilingual/bicultural strands so that they are mutually complementary. (This sequence is illustrated in Figure 1, p. 12 and in Figure 2, p. 13.)

Undergraduate Program of Study

B.S. in Elementary Education with an emphasis in Bilingual/Bicultural Education. (Spanish/English)

Bilingual/Bicultural Core (28 semester hours)

- *CISC 345 Curriculum for the Elementary Bilingual/Bicultural Classroom
- CIEE 397 Survey of Assessment Instruments and Techniques in Bilingual Programs
- *CIEE 420 Issues in Bilingual/Bicultural Education
- CIEE 421 Theory of Language and Bilingual/Bicultural Education
- *CIEE 422 Educational Practice in Bilingual/Bicultural Community
- *CIEE 423 Teaching Reading to the Elementary School Bilingual/Bicultural Child (Spanish)
- *CIEE 485B Student Teaching Bilingual/Bicultural
- CIEE 490C Teaching English to the Elementary LEP Students

Elementary Education: Other State and Departmental Requirements (23 semester hours)

University and State Requirements for General Education (53 semester hours)

Area of Concentration: With Program Advisor's approval to be selected from courses in languages, linguistics, Spanish, and those which provide a background knowledge of culture. (15 semester hours)

Electives (6 semester hours)

Total Credits for Graduation 125 s.h.

*Meet Department and State Certification Requirements for Elementary Education.

ENTRY
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SOPHOMORE
YEAR

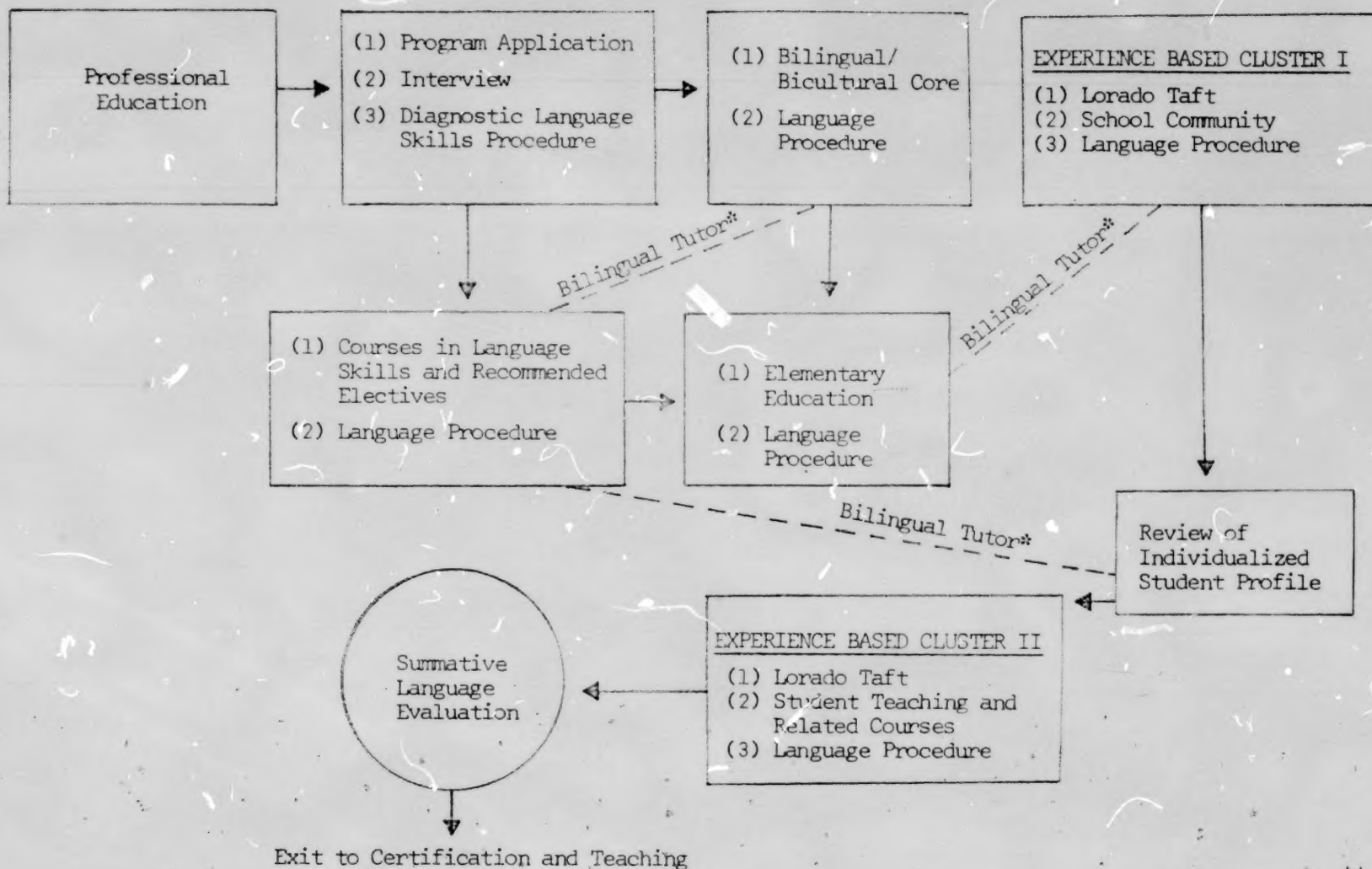


Figure 1: Educator's Bilingual/Bicultural Program

	The Child as a Learner	Introduction to Bilingual Education Language and Culture	The Teacher in the Classroom and in the Community	The Teacher in the Profession
<u>SOPHOMORE BLOCK</u> The Child as a Learner	Child development learning Experience in observing and working with children	←—————	Incidental Learnings —————→	
<u>JUNIOR BLOCK I</u> Introduction to Bilingual/Bicultural Education	Continuing growth and extended use of this background	Issues in Bilingual Education Language and Language Instruction Evaluation & Measurement	←————— Incidental Learnings —————→	
<u>JUNIOR BLOCK II</u> The Teacher in the Classroom & the Community	←————— Continued growth and extended use of this background —————→		<u>Experience Based Cluster I</u> Curriculum, Methods, Reading, Social Studies, Community Participation, Science, Lorado Taft. Latino Community Major Focus.	
<u>SENIOR BLOCK</u> The Teacher in the Profession	←————— Continuing growth and extended use of background in these areas —————→			<u>Experience Based Cluster II</u> Role of the teacher Methodology (ESL) Assessment Student Teaching

* Suggested Sequence

Figure 2: Professional Sequence in the Educator's Bilingual/Bicultural Undergraduate Program

Medium of Instruction

Program Option I integrates Spanish and English in the program design so that the preservice teachers are exposed to both languages throughout the option i.e. Spanish and Education courses; advising and tutoring, and field experience. In addition a formative and summative diagnostic language procedure is implemented throughout so that students' language proficiency is carefully monitored.

A. Course Work

Students must be bilingual or admission to the program option (See p. 44 for admission criteria) because the course of the Bilingual/Bicultural Core are taught bilingually. The courses in the Bilingual/Bicultural Core cover eight major areas as they relate to bilingual/bicultural education: curriculum for the elementary bilingual/bicultural classroom, foundations, methods, educational assessment, bilingual language use, language acquisition, reading and community and field experience. The courses in the Bilingual/Bicultural Core, the catalogue description and medium of instruction are:

Bilingual/Bicultural Core

- | | |
|----------|--|
| CISC 345 | <u>Curriculum for the Elementary Bilingual/Bicultural Classroom.</u>
An introduction to elementary school curriculum for the bilingual/bicultural child. The selection of classroom strategies and use of two languages in the instructional process for linguistically and culturally distinct students. The role of community members in the classroom. (Medium of instruction: Spanish). |
| CIEE 397 | <u>Survey of Assessment Instruments and Techniques in Bilingual Programs.</u> A survey of assessment instruments and techniques related to language dominance, language proficiency, language achievement and educational assessment in bilingual/bicultural program. (Medium of instruction: Spanish and English.) |

- CIEE 420 Issues in Bilingual/Bicultural Education.
Investigation of philosophical, historical and legislative bases to bilingual/bicultural education. (Medium of instruction: Spanish and English.)
- CIEE 421 Theory of Language and Bilingual/Bicultural Education.
Designed for students of bilingual/bicultural education who wish to teach in bilingual school programs. Emphasis on a definition of bilingualism and its relationship to education. American attitudes toward bilingualism and the development of a rationale for the language education of students in bilingual/bicultural programs. (Medium of instruction: Spanish and English.)
- CIEE 422 Educational Practice in Bilingual/Bicultural Communities.
Designed to prepare the bilingual/multicultural education students to function effectively in bilingual/multicultural contexts. Contains a field experience component. May be repeated for additional field work to a maximum of 6 credit hours. (Medium of instruction: Spanish.)
- CIEE 423 Teaching Reading to the Elementary School Bilingual/Bicultural Child (Spanish). Specialized instructional approaches, methods and materials for the teaching of reading in English and Spanish to the elementary bilingual/bicultural child. (Medium of instruction: Spanish.)
- CIEE 435A Student Teaching Bilingual/Bicultural.
Student teaching for one entire semester. (Medium of instruction: Spanish.)
- CIEE 490C Teaching English to the Elementary LEP Students.
Workshop designed for teachers, supervisors, counselors, and administrators to study contemporary issues and problems of the public school. Content varies to provide the opportunity to study current problems. (Medium of instruction: English.)

In addition to the courses in the Bilingual/Bicultural Core, students are required to take a 15 hour Area of Concentration chosen from the following courses. The Area of Concentration which is developed by each student with the Bilingual Program Advisor allows for individualization, choosing appropriate courses in the area of Spanish language, history and culture and linguistics. Courses in the Area of Concentration are:

- *1. The concept of culture, its origin, development, and diversity (ANTH 220. General Cultural Anthropology).
2. Relationships of language to other forms of cultural behavior: the influences of linguistic structure and categories on modes of thought and cognition; cultural emphasis in languages; forms of language and their distribution (ANTH 331. Language and Culture).
3. Description, analysis, historical development, and change of several Caribbean cultures. Emphasis on social, economic, religious and aesthetic elements (ANTH 404. Peoples of the Caribbean).
4. Cultural background of Meso-American ethnic groups; historical and contemporary sociocultural systems of Indian, Negro, and Mestizo groups in rural and urban areas (ANTH 405. Peoples of Meso-America).
5. Art and architecture of Central and South American (ART 376. Latin American Art).
6. Chicano cultural revolution through films, guest lectures, creative projects, and newspaper and critical writing objectives (ENGL 298. Topics in English Literature: The Chicano Renaissance).
7. The significance of Latinos in the United States from the Colonial period to the present (HIST 100 NI. History of Latinos in the United States).
8. Spatial analysis of the cultural landscapes of Mexico, Central America, and the West Indies (GEOG 333/436. Geography of Middle America).
9. Spanish and Portuguese colonial empires in America from their foundation through the wars for Latin American independence (HIST 280. Colonial Latin America).
10. The Latin American republics from the wars of independence to the present (HIST 281. Republican Latin America).
11. The prehistory of the Americas from the coming of the Indian to the arrival of the Europeans (HIST 380/425. Ancient America).
12. The Spanish conquest of America, focusing on the figure of the conquistador. Studies in his social, economic as well as political role (HIST 381. Conquistadores: Spain in America).
13. The quest for independence--political, economic, and cultural--with particular attention to the Revolution of 1910-1920 (HIST 382/426. Mexico since 1810).

*Fulfills university social science requirements.

14. Spanish-American literature from modernism to the present (FLSP 441. Spanish-American Literature I).
15. The literature of Columbia, Venezuela, Central America, and the Spanish-speaking West Indies (FLSP. Literature of the Caribbean).
16. Mexican literature with emphasis on the 20th century (FLSP 454. Mexican Literature).
17. Evolution of the Spanish-American pattern of civilization from the preHispanic period to the present (FLSP 462. Spanish-American Civilization).
18. The linguistic, psychological, and social problems encountered in teaching and learning English as a second language or dialect (ENGL 433/522. Theories and Methods of Teaching English to Speakers of Other Languages).
19. Effecting a transition from colloquial Spanish to standard Spanish (FLST 381. Spanish for Native Speakers).
20. Identifying and correcting language deficiencies (Spanish) with emphasis on composition and conversation (FLST 382. Language Problems of Native Speakers of Spanish).
21. Development of composition skills in Spanish (FLSP 411. Advanced Composition).
22. Development of Spanish oral/aural skills in topical situations emphasizing the development of specialized vocabulary (FLSP 412. Advanced Conversation).
23. Discussing and dealing with the characteristics fundamental to the Spanish language; to be able to discuss the Spanish language in Spanish (FLSP 485. Structure of Modern Spanish).
24. The structural similarities and differences between Spanish and English (FLSP 486. Spanish for Bilingual Teachers).
25. The dialectical variations that exist within the Spanish language, especially as these variations apply to the Spanish spoken in the United States (FLSP 487. Spanish Dialects of the USA).

B. Bilingual Tutor

One member of the bilingual/bicultural program staff serves as both the undergraduate program advisor and the program language tutor. Although the students entering the project option have the basic language proficiency, some of them lack the specific communicative competence in English or in Spanish to function effectively in the bilingual/bicultural classroom.

The function of the tutor is to strengthen the use of either Spanish or English in relation to the elementary bilingual/bicultural classroom. The tutor may work with a select number of students on the development of their language skills in reading, social studies or science. Typical activities might center on the strengthening of the necessary vocabulary for the teaching of map skills in Spanish or the teaching of sound/symbol correlations in reading in Spanish or English. The function of the bilingual tutor is to complement the language and conceptual development activities in the courses in the Bilingual/Bicultural Core and in the Spanish Language Department. Tutoring activities generally occur during the first and second semester junior year experience.

C. Experience Based Cluster

Spanish and English in the undergraduate program are used not only as mediums of instruction in university based classrooms but also as mediums of learning and interaction in two field based semesters: Experience Based Cluster I and Experience Based Cluster II (See p. 23 for full description).

During the two Experience Based Clusters which occur in the second semester of the junior year and the first semester of the senior year, undergraduates participate on an intensive basis in field experiences in the public schools working with LEP students; in a Latino community and in an experience based residential learning setting at the Lorado Taft Field Campus of Northern Illinois University.

In the placements of the students in the school and community settings, students are placed with field supervisor who can complement and strengthen the students communicative competence in either English or Spanish. English dominant students, consequently, are placed with Spanish dominant community

members and/or teachers. Spanish dominant students are placed with English dominant members and/or teachers. These field experiences are supervised by a bilingual university supervisor in addition to the field supervisor. One of the criteria for successful completion of these experiences is the appropriate use of both English and Spanish. This is evaluated by the university and field supervisor.

Johann Heinrich Pestalozzi, the Swiss educator, states that experience based learning increased the oral expression of those who participated. In addition to the above field experience in the schools and communities, two residential learning experiences occur during the two Experience Based Clusters. These experiences, centered at the Lorado Taft Campus of Northern Illinois University, are intensive and center around math, science or social studies. Working with the bilingual tutor and the bilingual university supervisor the undergraduates will participate in directed learning activities on the 140 acre campus. Sample activities are mapping the terrain, identifying land formations, studying the effects of erosion. The bilingual tutor and bilingual supervisor will work with the students developing the appropriate communicative competence in either English or Spanish during these experiences.

D. Diagnostic Language Procedure

The Diagnostic Language Procedure (DLP) is formative and summative and provides continuous monitoring of a student's language ability throughout the program. The DLP contains four check points in which student's language ability in Spanish and English are reviewed. They are (1) on admission; (2) prior to the second semester Junior year (Experience Based Cluster I); (3) prior to first semester Senior year (Experience Based Cluster II); (4) summative evaluation at program completion.

The DLP is implemented by staff members of the bilingual program and of the Department of Foreign Languages and Literature. The minimum levels of competence are adaptation of those used by Educational Testing Services in their implementation of the Foreign Service Oral Interview. Additional criteria has been added by the program staff to include minimum competencies in the written language.

The acceptable minimum level of competence at program completion is: students will be expected to use Spanish fluently and accurately on all levels normally pertinent to professional needs; will understand and participate in any conversation with the range of his experience with a high degree of fluency and precision of vocabulary; will rarely be taken for native speakers but will respond appropriately even in unfamiliar situations; pronunciation/grammar errors will be minimal; and will handle informal interpreting from and into the language quite well. Their written language should show a precise and clear control of orthography, punctuation, and sentence structure pertinent to the needs of bilingual teachers. This corresponds approximately to a level of 3+ by Educational Testing Services.

Field Experience (Experience Based Cluster I and II)

Central to the undergraduate program is the continuous interaction of university course work and field experiences. Two full semesters (see "Sample Undergraduate Student Plan" p. 22) have been designated on Experience Based Clusters. Students participating in the sequence of courses will have more than 250 hours of field experience. In the sophomore year, students participate in classroom as observers and work with children on a tutorial basis. The focus of this experience is child growth and development. Specific

class placements will be used in which students have the opportunity of working with both Anglo and Latino students. This will be done through close cooperation between the block instructor and the bilingual program faculty.

The Experience Based Cluster I and II in the Junior and Senior years integrate experiences in public schools, Latino communities and a residential experience on the Lorado Taft Campus of Northern Illinois University. Following is an explanation of components.

A. School/Community

The teacher candidates spend six to eight weeks without remuneration, participating as Community Interns under the auspices of selected community agencies and as Educational Interns in classrooms in the public schools of that community. In both instances, the field experiences will be coordinated by (1) a university supervisor qualified in bilingual/bicultural education, and (2) a bilingual/bicultural teacher and/or a community representative.

The community experience is designed so that the student will become aware of the community structure...its internal and external relationships. Suggested activities for the community experience are: Definition of the Latino Community--who, length of residence in the community, community geography, origins (Puerto Rican, Mexican-American), places of work; Languages in the Community--dialectology, sociolinguistic analysis of language use, relationship between language use in community and language of schools; and Education and the Community.

B. Lorado Taft

An innovative approach to the inclusion of field experiences in bilingual/bicultural teacher training programs is a two and one-half day residential experience during Experience Based Cluster I (second semester, Junior year) and a five day residential experience during Experience Based Cluster II (first semester, Senior year).

The Lorado Taft Campus of 140 acres is in Oregon, Illinois, about forty miles from the main campus. Northern Illinois University has for the last twenty-five years been a nationally known center of experience based education. About two thousand preservice teachers and three thousand public school students yearly participate in experiences at Lorado Taft.

The residential field experience for the undergraduates in Option I of the bilingual program is designed to provide:

1. Intensive experiential learning in the areas of math, science or social studies.
2. An opportunity to work with LEP students in a living/learning situation on a round-the-clock basis.
3. An opportunity to refine language skills (Spanish and English) of preservice teachers in the following areas: math, science, social studies.
4. An opportunity to integrate the unique aspects of bilingual/bicultural education with the teaching of science, social studies or math.

Student will participate during the Experience Based Cluster I for an extensive two and one-half day experience at the Lorado Taft Campus. This experience will be supervised by a team composed of the Director of Lorado Taft, a professor in Bilingual Education and the Bilingual Tutor and will be coordinated with the science, social studies and math specialists on the main campus.

In the area of science, student might be studying soil samples, collecting rocks, mapping the terrain; in math, students might participate in measuring the width of a river or the height of a tree. The bilingual faculty will provide suggestions as to how these activities can be adapted for use with LEP students (Spanish) in the public schools. The bilingual tutor will work with the preservice teachers to strengthen their language skills in the specific content area.

The first experience will integrate the content and methodology of science, social studies and math with the bilingual/bicultural program. Since the teaching of science, math and social studies is generic to all children, these courses are taught by the individual specialists in each area. In addition to the generic competencies, the preservice teachers in bilingual/bicultural education must also have the experience in working with the science, math and social studies content bilingually and have the opportunity to adapt the teaching of these content areas to LEP students. The first experience at Lorado Taft encourages the coordinator and integration of the aforementioned content in an experientially based learning situation for bilingual/bicultural education.

The second experience at Lorado Taft, the Experienced Based Cluster II, is designed for the preservice bilingual/bicultural teacher who is student teaching. These undergraduates will spend five days living, working, teaching and guiding LEP students from the public schools through work in science, math or social studies. Seniors have the opportunity to relate first-hand learning experience to the ongoing curriculum of the schools. An added advantage is that LEP students (Spanish/English) will have the opportunity to participate at Lorado Taft. Although many of the surrounding

school districts with bilingual programs have residential experiences for their students at Lorado Taft, seldom do LEP students attend. Bilingual coordinators in the public schools say that the lack of participation of LEP students is often times due to parental fear that the children will not be properly supervised by adults who have knowledge of the cultural and linguistic needs of the students. The experience will revolve around the bilingual student teachers, LEP students from the public schools, the bilingual faculty and faculty from the Lorado Taft Campus. An example of an undergraduate student program follows.

Sample Undergraduate Student Program

<u>Freshman</u>	
<u>Semester I</u>	
English 103	3
Speech 100	3
Humanities	3
Area/Concentration	3
Psychology 102	3
Physical Education	1
Total	<u>16</u>

<u>Semester II</u>	
English 104	3
Humanities	3
Area/Concentration	3
Science	4
Social Science	3
Physical Education	1
Total	<u>17</u>

First Year Total 33

<u>Sophomore</u>	
<u>Semester III</u>	
Social Science	3
Area/Concentration	3
Special Course	3
Music 209	4
PHED 342	3
Physical Education	1
Total	<u>17</u>

<u>Semester IV</u>	
LDEP 314 (303A, B)	6
LDEP 383 (303C) Clinical	1
CIEE 341 (341) Lang. Arts	3
CIRE 340 (361A) Reading	3
Area/Concentration	3
Total	<u>16</u>

Second Year Total 33

<u>Junior</u>		<u>Senior</u>	
<u>Semester V</u>		<u>Semester VII</u>	
Area/Concentration	3	Humanities	3
Math 201	3	Science	3
Art 383	3	LDSE 457	3
CIEE 420 (407) Issues	3	Math 402	3
CIEE 421 (433) Theory	3	Total	12
LDRE 430 (478)	2		
Total	17		
<u>Semester VI</u>		<u>Semester VIII</u>	
(Field Based Cluster I, Lorado Taft)		Field Based Cluster II, Lorado Taft)	
CISC 345 (324) Curr.	3	CIEE 397 (327) Tests	1
CIEE 342 (342) Soc. Stud.	3	CIEE 423 Bil. Reading	3
CIEE 344 (344) Science	3	CIEE 460 (477) Problems	2
CIEE 422 (434) Community	3	CIEE 485B (496B) Student	
CIEE 490 ESL Methods	3	Teaching	9
Total	15	Total	15
Third Year Total	32	Fourth Year Total	27
		Fourth Year Total	125

Program Option II

M.S. in Elementary Education with a Specialization in Bilingual/Bicultural Education (Spanish/English).

M.S. in Secondary Education with an Area of Interest in Bilingual/Bicultural Education (Spanish/English).

As indicated (p. 4) the dearth of bilingual/bicultural teachers in the Midwest has led to the hiring of individuals who happen to be bilingual and who have been certified in elementary or secondary education. Many of the individuals are tenured and/or will be receiving tenure within the next two-three years. These teachers, however, have had little or no training in bilingual/bicultural education. Yet they are the backbone of the bilingual/bicultural programs surrounding Northern Illinois University. (See p. 5)

Program Option II is a part-time program of graduate study designed to provide individuals who are presently teaching in bilingual/bicultural education and an opportunity to pursue a Master of Science in Elementary Education or in Secondary Education with a specialization in bilingual/bicultural education. The intent of the programs is the improvement of instructional skills of bilingual/bicultural teachers so they can be more effective in the classroom. Candidates are expected to gain the competencies in bilingual/bicultural education enumerated on p. 60.

Program of Study

M.S. in Elementary Education with a Specialization in Bilingual/Bicultural Education. (33 semester hours, Spanish/English)

Bilingual/Bicultural Core (18 semester hours)

- CIEE 420 Issues in Bilingual/Bicultural Education
- CIEE 421 Theory of Language and Bilingual/Bicultural Education
- CIEE 423 Teaching of Reading to the Elementary School Bilingual/Bicultural Child (Spanish)
- CIEE 521 Improvement of Instruction in Bilingual/Bicultural Classrooms
- CIEE 560 Seminar in Elementary Education (may be substituted for Elementary Comprehensive Exam)
- CIEE 587B Practicum in Bilingual/Bicultural Education
- CIEE 590A Educational Assessment of LEP Students in Bilingual/Bicultural Programs
- CIEE 590B Survey of Research in Multicultural/Bilingual Education

College Requirements (9 semester hours)

LDRE 520 Introduction to Educational Research

- Two of the following:
- LEFE 500 Social Foundations of Education
 - LDEP 501 Psychological Foundations of Education
 - LEFE 510 Philosophical Foundations of Education
 - LEFE 520 Historical Foundations of Education
 - LEFE 521 Historical Foundations of American Education

Electives (6 semester hours)

Electives are to be chosen with the advice of the Bilingual/Bicultural Program Advisor and may be selected from the following courses and/or areas:

- ENGL 522 Theories and Methods of Teaching English to Speakers of Other Languages
- CIEE 590C Teaching ESL to Elementary School LEP Students

Other courses may be selected from Spanish, Linguistics, History and Culture, and other relevant courses. (One of the above courses must be included if the candidate has had no prior training in ESL.)

M.S. in Secondary Education with an area of Interest in Bilingual/Bicultural Education (Spanish/English).

Bilingual/Bicultural Core (9 semester hours)

- CIEE 590A Educational Assessment of LEP Students in Bilingual/Bicultural Programs
- CIEE 420 Issues in Bilingual/Bicultural Education
- CIEE 421 Theory of Language in Bilingual/Bicultural Education

Secondary Education (15 semester hours)

- LESE 523 Seminar in Secondary Education
- LESE 534 Improvement of Instruction
- CIEE 521 Improvement of Instruction in Bilingual/Bicultural Classrooms
- CIEE 560 Seminar in Elementary Education (may be substituted for Elementary Comprehensive Exam)
- CIEE 587B Practicum in Bilingual/Bicultural Education

College Requirements (9 semester hours)

- LDRE 520 Social Foundations of Education

- Two of the following:
- LEFE 500 Social Foundations of Education
 - LDEP 501 Psychological Foundations of Education
 - LEFE 510 Philosophical Foundations of Education
 - LEFE 520 Historical Foundations of Education
 - LEFE 521 Historical Foundations of American Education

Electives (3 semester hours)

Electives are to be chosen with the counsel of the Major Program Advisor from the Areas of Spanish, Linguistics, History and ESL.*

*A course in ESL must be included if the candidate has had no prior training in ESL.

A WRITTEN MASTERS DEGREE COMPREHENSIVE EXAMINATION MUST BE TAKEN IN ORDER TO COMPLETE THE MASTERS DEGREE.

Medium of Instruction

Program Option II uses Spanish and English throughout the program so that the graduate participants are exposed to both languages as mediums of instruction, in advising and tutoring and in field experience. A Diagnostic Language Procedure is used upon entrance if the prospective candidate does not already possess the Transitional Bilingual Certificate.

A. Course Work

Since students must be bilingual on admission to the program, the course in the Bilingual/Bicultural Core are taught bilingually. The course in the core cover eight major areas in bilingual/bicultural education: foundations, methods, educational and linguistic assessment, communicative competence (bilingual), language acquisition, reading, community, improvement of instruction and practicum. The courses in the Bilingual/Bicultural Core, the catalogue description and medium of instruction are:

- CIEE 420 Issues in Bilingual/Bicultural Education
- CIEE 421 Theory of Language and Bilingual/Bicultural Education
- CIEE 422 Educational Practice in Bilingual/Bicultural Communities
- CIEE 423 Teaching Reading to the Elementary School Bilingual/Bicultural Child
- CIEE 490C Teaching English as a second language to the Elementary School LEP Students

See pp. 17 and 18 for descriptions and medium of instruction.

- CIEE 587A Practicum in Bilingual/Bicultural Education.
Selected field experiences in bilingual/bicultural classrooms for those who are interested in improving professionals skills. (Medium of instruction: Spanish and English.)
- CIEE 590A Educational Assessment of LEP Students in Bilingual/Bicultural Program. An analysis of evaluation and assessment techniques related to language dominance, language proficiency, language achievement and educational assessment. Emphasis: the issues of non-discriminatory assessment of bilingual students. (Medium of instruction: Spanish and English.)
- CIEE 590B A Survey of Research in Multicultural/Bilingual Education.
A survey of major conceptual and theoretical models and selected empirical studies in multicultural/bilingual education. (Medium of instruction: English.)

In addition to the courses in the Bilingual/Bicultural Core, students are required to take six hours of electives. The electives are to be chosen with the advice of the project director. The electives allow for individualization in choosing appropriate courses in the area of Spanish language, history and culture, linguistics and ESL.

B. Bilingual Tutor

The Bilingual Program Language Tutor will work with those students who lack specific classroom communicative competence in English and/or Spanish. These activities complement the language and conceptual development activities in the courses in the Bilingual/Bicultural Core and in the Spanish Language Department. (See p. 20 for a full description.)

C. Diagnostic Language Procedure

The Diagnostic Language Procedure (DLP) is formative and summative and provides for continuous monitoring of a student's language ability throughout the program. (For a complete description, see p. 22.) In Option II, the student's language ability is checked (1) on admission, (2) in each course taught bilingually and (3) at program completion.

Field Experience

As with the undergraduate program, Option II has strong interrelated components of theory and practice. Field experience components are attached to CIEE 521 Improvement of Instruction in Bilingual/Bicultural Classrooms and CIEE 590 Educational Assessment of LEP Students in Bilingual Programs.

Improvement of Instruction in Bilingual/Bicultural Classrooms, students will work in their own classrooms under the supervision of a member of the bilingual program staff.

In CIEE 521 Improvement of Instruction in Bilingual/Bicultural Classrooms, students will use their own districts and programs as models to be assessed in the class. Students will be supervised by a member of the bilingual program staff as they work in their own classrooms with varied instructional models. In the majority of instances this supervision by a qualified bilingual educator is the first time that the students will have had the opportunity to interact with a bilingual professional in their own classrooms.

In CIEE 590 Assessment of LEP Students in Bilingual/Bicultural Classrooms, under the supervision of a member of the bilingual program staff, students will assess a range of LEP students in the public schools using a selection of the assessment techniques discussed in the university class sessions.

Both of the above classes are taught bilingually and seek to closely integrate what is taught in the university with a supervised field experience. An example of a part-time graduate student's program follows:

Sample Two Year Graduate ProgramElementary Training PlanSemester I

CIEE 421	Theory	3
CIEE 420	Issues	3
Total		<u>6</u>

Semester II

CIEE 521	Improvement	3
CIEE 590	Ed. Assessment	3
Total		<u>6</u>

Summer

Non Bilingual	9
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Semester III

CIEE 423	Reading	3
CIEE 590	Seminar	3
Total		<u>6</u>

Semester IV

Electives	6
Second Year Total	<u>33</u>

Secondary Training PlanSemester I

CIEE 421	Theory	3
CIEE 420	Issues	3
Total		<u>6</u>

Semester II

CIEE 521	Improvement	3
CIEE 590	Ed. Assessment	3
Total		<u>6</u>

Summer

Non Bilingual	9
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Semester III

CIEE 560	Seminar	3
1-Non Bilingual		3
Total		<u>6</u>

Semester IV

2-Non Bilingual	6
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Summer

1-Non Bilingual	3
Second Year Total	<u>36</u>

Program Option III

Program Option III is a full time program of graduate study leading to one of two degrees: M.S. in Counselor Education and a M.S. in Curriculum and Supervision. Both programs are designed for the full time graduate candidate who already possess either the elementary or secondary teaching certificate,

is bilingual in Spanish and English and who wishes to develop a specialization during the graduate program of study. Preference will be given to those individuals who have experience in bilingual classrooms. Each of the degree programs is described separately below.

M.S. in Counselor Education with an Area of Interest in Bilingual/Bicultural Education (Spanish/English). This degree program is a full time graduate program leading to the counseling certificate for elementary or secondary education. The program certifies educators who have had a minimum of three years experience in the public schools and who wish to be bilingual/bicultural counselors. The program will meet certification requirements for the state of Illinois and the city of Chicago. Candidates are expected to gain the competencies in bilingual/bicultural education enumerated on p. 60.

Program of Study

M.S. in Counselor Education with an Area of Interest in Bilingual/Bicultural Education (36-39 semester hours, Spanish and English).

Bilingual/Bicultural Core (12 semester hours)

CIEE 590A Educational Assessment of LEP in Bilingual/Bicultural Programs
 CIEE 420 Issues in Bilingual/Bicultural Education
 CIEE 421 Theory of Language in Bilingual/Bicultural Education
 LECE 665 Crosscultural Counseling

Counselor Education (15 semester hours)*

LECE 500 Principles of Guidance
 LECE 501 Mental Health in the School
 LECE 511 Career Education Techniques
 or
 LECE 520 Guidance With Children
 LECE 530 Counseling Techniques: Theory and Practice
 LECE 550 Practicum in Counseling

College Requirements (9 semester hours)

LDRE 530 Introduction to Educational Research

Two of the following: LEFE 500 Social Foundations in Education
 LDEP 501 Psychological Foundations of Education
 LEFE 510 Philosophical Foundations of Education
 LEFE 520 Historical Foundations of Education
 LEFE 521 Historical Foundations of American Education

Electives (3 semester hours)

Electives are to be chosen with the advice of the Bilingual/Bicultural Program Advisor and are to be selected from the following courses and/or areas:

CIEE 423 Teaching of Reading to the Elementary School Bilingual/Bicultural Child
 CIEE 521 Improvement of Instruction in Bilingual/Bicultural Classroom
 CIEE 587B Practicum of Bilingual/Bicultural Education
 CIEE 590B Survey of Research in Multicultural/Bilingual Education
 CIEE 590C Teaching ESL to Elementary School LEP Students

Other courses may be selected from Spanish, Linguistics, History and Culture, and other relevant courses.

*LECE 540 Group Procedure in Guidance and Counseling is highly recommended for all students either in their Masters or Post-Masters work.

A WRITTEN MASTERS DEGREE COMPREHENSIVE EXAMINATION MUST BE TAKEN IN ORDER TO COMPLETE THE MASTERS DEGREE.

Medium of Instruction

The program design for the M.S. in Counselor Education with an Area of Interest in Bilingual/Bicultural Education integrates Spanish and English throughout so that the graduate participants are exposed to learning and counseling in both languages and in advising and tutoring. A Diagnostic Language Procedure is used upon entrance if the prospective candidate does not already possess the Transitional Bilingual Certificate.

A. Course Work

Since student must be bilingual on admission to the project option, the Bilingual/Bicultural Core is taught bilingually. The courses in the core cover the major areas of educational assessment, bilingual communicative competence, foundations, improvement of instruction, practicum, cross cultural counseling and research. The catalogue description, medium of instruction for these courses are:

- CIEE 590A Educational Assessment of LEP Students in Bilingual/ Bicultural Programs. An analysis of evaluation and assessment techniques related to language dominance, language proficiency, language achievement and educational assessment. Emphasis: the issues of non-discriminatory. (Medium of instruction: Spanish and English.)
- CIEE 420 Issues in Bilingual/Bicultural Education. Investigation of philosophical, historical and legislative bases to bilingual/bicultural education. (Medium of instruction: Spanish and English.)
- CIEE 421 Theory of Language and Bilingual/Bicultural Education. Designed for students of bilingual/bicultural education who wish to teach in bilingual school programs. Emphasis on a definition of bilingualism and its relationship to education, American attitudes toward bilingualism and the development of a rationale for the language education of students in bilingual/bicultural programs. (Medium of instruction: Spanish and English.)
- LECE 665 Cross-Cultural Counseling. Alternate counseling strategies to be applied to cross-cultural interaction. Emphasis on counseling skills and techniques in working with persons with differing racial, ethnic, and socioeconomic backgrounds. (Medium of instruction: English.)

B. Bilingual Tutor

The Bilingual Program Language Tutor will work with those students who lack specific communicative competence in English or in Spanish. These activities complement the language and conceptual development activities in the courses in the Bilingual/Bicultural Core and in the Spanish Language Department. (See p. 17-21 for full description.)

C. Diagnostic Language Procedure

The Diagnostic Language Procedure (DLP) is formative and summative and provides for continuous monitoring of a student's language ability throughout the program. (For a complete description see p. 15.) The student's language ability is checked (1) on admission, (2) in each course taught bilirgually and (3) at program completion.

D. Field Placements

Field placements for students in the bilingual option will be working with LEP students both in groups and on a one-to-one basis. These experiences will be both in English and in Spanish and a graduate student's ability to use both languages will be evaluated in the field and by the university supervisor.

E. Field Experience

Field experiences are an integral part of the program in guidance. The experiences are a required part of every course in the sequence of guidance courses as well as in CIEE 590A Education Assessment, CIEE 521 Improvement of Instruction and CIEE 587A Practicum.

The clinical experience include three distinct levels: Directed Observations, Supervised Parricipation and Practicum. The student, thus, has the opportunity to move from the observation of programs, practices and materials to supervised participation in some part of the counseling process to a final practicum which combines work on campus in a counseling laboratory to field placement in the schools.

Field placement for students in the bilingual/bicultural program will be in settings with LEP students, preferably in state approved bilingual programs. Field placements will be coordinated between designated faculty members in counseling and the bilingual program. Supervision will be shared by a university supervisor, and a certified bilingual school counselor or by a certified bilingual teacher/coordinator and a certified school counselor. Field placements are available throughout the state of Illinois in bilingual programs. A sample graduate students program in Counselor Education follows:

Sample Graduate Student Program - Counselor Education

Semester I

CIEE 420	Issues in Bilingual/Bicultural Education	3
CIEE 421	Theory of Language in Bilingual/Bicultural Education	3
LECE 500	Principles of Guidance	3
LECE 501	Mental Health in the School	3
LECE 511	Career Education Techniques	3
		Total 15

Semester II

CIEE 590A	Educational Assessment of Latino Students	3
CIEE 590B	Survey of Research in Multicultural/Bilingual Students	3
LDRE 530	Introduction to Educational Research	3
LECE 550	Practicum in Counseling	3
LECE 665	Crosscultural Counseling	3
		Total 15

Summer Session

LEFE 500	Social Foundations of Education	3
LEFE 520	Historical Foundations of Education	3
CIEE 521	Improvement of Instruction in Bilingual/Bicultural Classroom	3
		Total 9

Total Hours to Complete Program 39

M.S. in Curriculum and Supervision with an Area of Interest in Bilingual/Bicultural Education. This degree program is a full time graduate program leading to the general supervisory certificate within the Area of Curriculum Development and Supervision. The program prepares and certifies educators to function as department chairpersons, curriculum coordinators and supervisors. It is specifically designed to prepare bilingual/bicultural educators for leadership roles in curriculum and supervision in the public school. Candidates are expected to gain the competencies in bilingual/bicultural education enumerated on p. 53.

Program of Study

M.S. in Curriculum and Supervision with Area of Interest in Bilingual/Bicultural Education (33 semester hours, Spanish and English).

Bilingual/Bicultural Core (6 semester hours)

CIEE 420 Issues in Bilingual/Bicultural Education
CIEE 421 Theory of Language in Bilingual/Bicultural Education

Curriculum and Supervision (12 semester hours)

CISC 500 Organization of Curriculum
CISC 502 Survey of Research in Curriculum
CISC 535X Supervisory Behavior
CISC 605 Field Study in Curriculum and Supervision

College Requirements (9 semester hours)

LDRE 520 Introduction to Educational Research

Two of the following: LEFE 500 Social Foundations of Education
LDEP 501 Psychological Foundations of Education
LEFE 510 Philosophical Foundations of Education
LEFE 520 Historical Foundations of Education
LEFE 521 Historical Foundations of American Education

Electives (6 semester hours)

Electives are to be chosen with the advice of the Bilingual/Bicultural Program Advisor and are to be selected from the following courses and/or areas:

- CIEE 423 Teaching of Reading to the Elementary School Bilingual/Bicultural Child
- CIEE 521 Improvement of Instruction in Bilingual/Bicultural Classroom
- CIEE 587A Practicum in Bilingual/Bicultural Education
- CIEE 590A Educational Assessment of Latino Students in Bilingual/Bicultural Programs
- CIEE 590B Survey of Research in Multicultural/Bilingual Education
- CIEE 590C Teaching ESL to Elementary School LEP Students

Other courses may be selected from Spanish, Linguistics, History and Culture, and other relevant courses.

(One of the above courses must be included if the candidate has had no prior training in ESL.)

A WRITTEN MASTERS DEGREE COMPREHENSIVE EXAMINATION MUST BE TAKEN IN ORDER TO COMPLETE THE MASTERS DEGREE.

Medium of Instruction

The program design for the M.S. in Curriculum and Supervision with an Area of Interest in Bilingual/Bicultural Education integrates Spanish and English throughout so that graduate participants are exposed to learning in both languages, English and Spanish. A Diagnostic Language Procedure is used upon entrance if the prospective candidate does not already possess the Transitional Bilingual Certificate.

A. Course Work

See page 17 for a description and medium of instruction in the Bilingual/Bicultural Core.

B. Bilingual Tutor

See page 20 for a description of the bilingual tutor.

C. Diagnostic Language Procedure

See page 22 for a complete description.

D. Field Placements

During field placements, students will be placed under qualified, certified curriculum specialists and will work under the direction of bilingual program staff and coordinators. A graduate student's language will, consequently, be evaluated as part of the field experience.

E. Field Experience

Field placements are a central part of the program in curriculum. Clinical experiences are continuous and are developed to enhance a student's understanding of school contexts and of functioning effectively in a supervisory capacity. Field experiences are integral to the CISC 535 Supervisory Behavior, and CISC 605 Field Study in Curriculum and Supervision. In addition to these field based courses, students in the bilingual program have available CIEE 587A Practicum in Bilingual/Bicultural Classroom.

Field placements will be coordinated by a faculty member in the Faculty of Curriculum and Supervision and the bilingual program director so that the students in the bilingual option will work with a certified curriculum supervisor in a state approved bilingual program. Field sites throughout Illinois are willing to host students.

Figure 3, page 44 illustrates the bilingual program which can be used at sites for field experience. A sample graduate program follows:

Sample Graduate Student Program - Curriculum and Supervision

Semester I

CIEE 420	Issues in Bilingual/Bicultural Education	3
CIEE 421	Theory of Language	3
CISC 500	Organization of Curriculum	3
CIEE 590C	Teaching ESL to Elementary School LEP Students	3
		Total 12

Semester II

CIEE 590A	Educational Assessment of Latino Students in Bilingual/Bicultural Programs	3
LEFE 521	Historical Foundations of American Education	3
CISC 502	Survey of Research in Curriculum	3
CIEE 423	Teaching of Reading to the Elementary School Bilingual/Bicultural Child	3
CISC 605	Field Study in Curriculum and Supervision	3
	Total	15

Summer Session

LEFE 500	Social Foundations of Education	3
CISC 535X	Supervisory Behavior	3
	Total	6

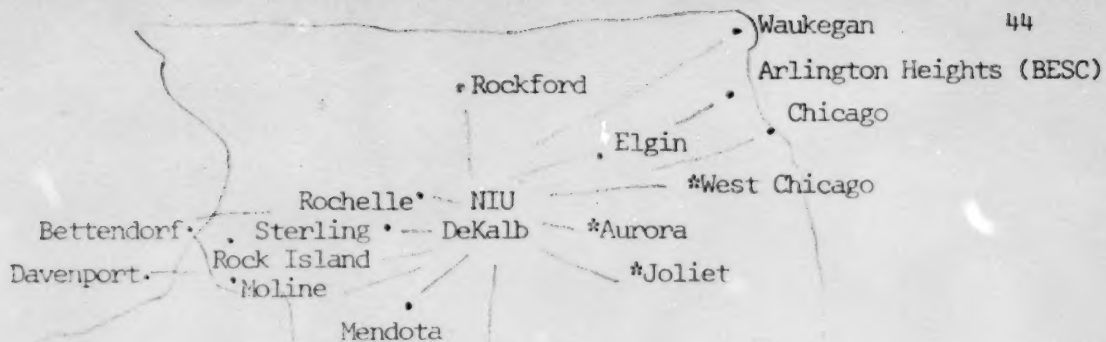
Total Hours to Complete Program 33

Additional Field Experience

In addition to the field placements already described, Northern Illinois University supports a summer field placement in Saltillo, Mexico at the Instituto de Filologia Hispanica, for interested undergraduate and graduate students. Students live with selected middle class Mexican families and attend classes in anthropology, Spanish and Intercultural Communication in Education. Co-sponsored by the Office of International Programs and the Department of Curriculum and Instruction and staffed by the bilingual program director, the summer placement is intended to immerse students in the culture and history of Mexico and to aid students in becoming aware of differing assumptions behind education. Admission Criteria for the undergraduate and graduate program options follow:

Admission Criteria Undergraduate

All undergraduates must fulfill University requirements and those of the Faculty of Elementary Education, Department of Curriculum and Instruction. This includes admission into the professional educational sequence.



*West Chicago, Aurora and Joliet each contain 2 districts and 2 independent bilingual programs.

Figure 3: Bilingual programs in proximity of Northern Illinois University.

In addition to the requirements, undergraduates admitted into the Educator's Bilingual/Bicultural Program must:

1. Complete a program application.
2. Complete an interview with a member of the Educator's Bilingual/Bicultural Program staff.
3. Complete Diagnostic Language Skills Procedure(s)..... speaking, reading, writing and comprehension/listening in Spanish.
4. Possess relevant cultural background as it relates to the target population (Latino) in bilingual/bicultural programs.
5. Present reasonable assurance of successful completion of the entire program in the recommended time as indicated by grade point average, recommendations, indication of language ability, or other appropriate measures.
6. Be committed to the education of Latino students.

Admission Criteria Graduate

All graduate students must fulfill University requirements and those of the Faculty of Counselor Education, Department of Leadership Educational Policy Studies; or the Faculty of Curriculum and Supervision or the Faculty of Elementary Education, Department of Curriculum and Instruction.

1. Possess a valid elementary or secondary certificate.
2. Possess the transitional bilingual certificate for Spanish/English bilingual/bicultural education or equivalent.
3. Have taught or have experience of at least one year in a bilingual/bicultural program.
4. Present two letters of recommendation (school district and community).
5. Complete an interview with a staff member of the Educator's Bilingual/Bicultural Program.
6. Complete a program application.
7. Complete the Diagnostic Language Procedure(s) speaking reading, writing and comprehension/listening of Spanish.

8. Possess the relevant cultural background as it relates to the population (Latino) in the bilingual/bicultural program.
9. Be committed to bilingual/bicultural education.

IV. Evaluation

The evaluation is both formative and summative and internally as well as externally implemented. The crucial questions which the summative evaluation must answer are:

1. To what degree did the program achieve the program objective? (p. 50)
2. Did the program achieve the General Participant Competencies (p. 53) and Specific Objectives (p. 54) for each participant?

The formative aspect of the evaluation is designed to monitor the program during its implementation and to provide the project and university staff with continuing feedback.

Since the program by design has a practicum experience directly aligned with the major course areas of curriculum and teaching strategies, educational assessment, language use and language acquisition, reading and community interaction, counseling, supervisory behavior, students will be evaluated, not only on the basis of "knowledge" (information) competencies, but also "demonstrable" competencies as well.

Information Based Competencies

Criteria-referenced exams will be constructed for each of the courses on the basis of the specific objectives (pp. 54-60). A pre-post design will be used to evaluate the information competencies the program participants have attained for each course.

Criterion-referenced quizzes will also be administered periodically during each course as checks on student progress. The information will be used for formative evaluation of the courses. Program participants will be asked to evaluate other aspects (i.e. counseling and advisory) by submitted a narrative at the end of each semester.

Demonstrable (Applied) Competencies

For each of the areas -- reading and community interaction, curriculum and teaching strategies, educational assessment, language use and acquisition, counseling and supervisory behavior, some measures of applied competencies will be obtained. The type of measure and design will be directly related to the area and will include evaluation from the university and field supervisors. The application of knowledge competence by successful demonstration of a technique, strategy, etc., with Spanish/English bilingual/bicultural students will be evaluated in the field experience. The demonstration of the technique need not be successful in producing a change in an individual's behavior, but the student must be successful in his/her execution of the technique.

Supervisors of the field experience components will collect data related to demonstrated competencies by means of checklists, rating sheets journals, and/or by making on-site/audio tapes. Evaluative information (checklists, video tapes, etc.) will also be used by the participants to monitor and improve their skills.

Evaluation Design

The procedure(s) which will be followed in evaluating the program are outlined below in a Topic, Question, Instrument, and Method outline.

I. Topic: Information Competencies

Question: What informational competencies about Spanish/English bilingual/bicultural students did the program participants acquire as a result of their training?

Instrument: Criterion-Referenced Examinations in Major Areas from the Bilingual/Bicultural Core.

Procedure: The exam for each area will be administered using a pre-test/post-test design. Gain scores for subtests on each exam will show acquired knowledge.

II. Topic: Applied Competencies (Self-Evaluation)

Question: What expressed and demonstrable competencies (and what degree of competence) have the program participants acquired as a result of the practicum?

Instrument: Rating Scales and Checklists designed according to the behaviors associated with competencies listed for each practicum.

Procedure: Program participants will complete a checklist, rating scale, and/or narrative at the beginning of each practicum. These instruments will provide a measure of the student's expressed level prior to the practicum. Program participants will complete a similar checklist or rating scale at the completion of the practicum. A comparison of the pre-post practicum rating scale and checklist results.

III. Topic: Applied Competencies (University and field supervisors evaluation)

Questions: What demonstrable competencies (and what degree of competence) have the program participants acquired as a result of the practicum?

Instrument: Rating scales, checklists, narratives, designed according to the behaviors associated with competencies listed for each practicum for each individual student.

Procedure: The supervisors (University or field) will systematically evaluate each of the program participants throughout the practicum experience.

In addition to the evaluation of the Specific Objectives (Information Competencies on Applied Competencies) the Project Goals and the General Participant Competencies will be evaluated by continuously monitoring the progress of each student through the program sequences and by continuously monitoring

the implementation of the program. The implementation of the above evaluation design will be conducted by internal project staff.

In addition to the internal evaluation, an external evaluation team will conduct a yearly formative evaluation and a final summative evaluation of the project. The external evaluation team will review student and faculty records, interview students, and visit field placements. They will be specifically asked to evaluate the project goals (p. 50) and General Participant Competencies (p. 53)

V. Plan of Operation

A. Organization and Management

Figure 5 p. 52 illustrates the organizational location of the program. The program is located in the Faculty of Elementary Education. Because of the nature of the program option the project will relate to four faculties in two departments.

The program director will be responsible for the liaison activities among and between faculties and the program. The program director is, of course, responsible for the function of the program as well as the financial administration.

Program advising: Undergraduates in the Option I will be advised by the undergraduate elementary education program advisor and by the bilingual undergraduate program advisor. Graduates in Option II (elementary education) will be advised directly by the graduate program advisor in elementary education and by a member of the bilingual program staff. (Figure 6 p. 61 illustrates the management and administration of the program).

In each of the other faculties (counselor education, outdoor education and curriculum and supervision) supportive faculty members have been identified. These faculty members will be directly responsible for the counseling and advising of the graduate students who are participating both in these faculties and in the bilingual program option. The program director or her designee on the bilingual program staff will be responsible for the advising in relation to the Bilingual/Bicultural Core and the areas of electives. The faculty members in each of the faculties will work directly with the project director to coordinate advising and scheduling questions. The program director will work with each of these faculty members regarding admission into the respective programs.

B. Program Goals and Objectives

The purposes and objectives of the program are divided into Program Goals (Purposes), Participant Competencies and Specific Objectives. The Program Goals are global and refer to the purposes of the entire programmatic effort within the four program options. The Participant Competencies are general statements of expected learning and are derived from the Program Goals. The Specific Objectives are linked to individual courses and refer to the desired objectives for each of the program participants.

Program Goals

The proposed program intends to:

1. Increase the number of fully certified and qualified elementary bilingual teachers for the Spanish-speaking in the Midwest through an undergraduate degree program in elementary education with an emphasis in bilingual/bicultural education.

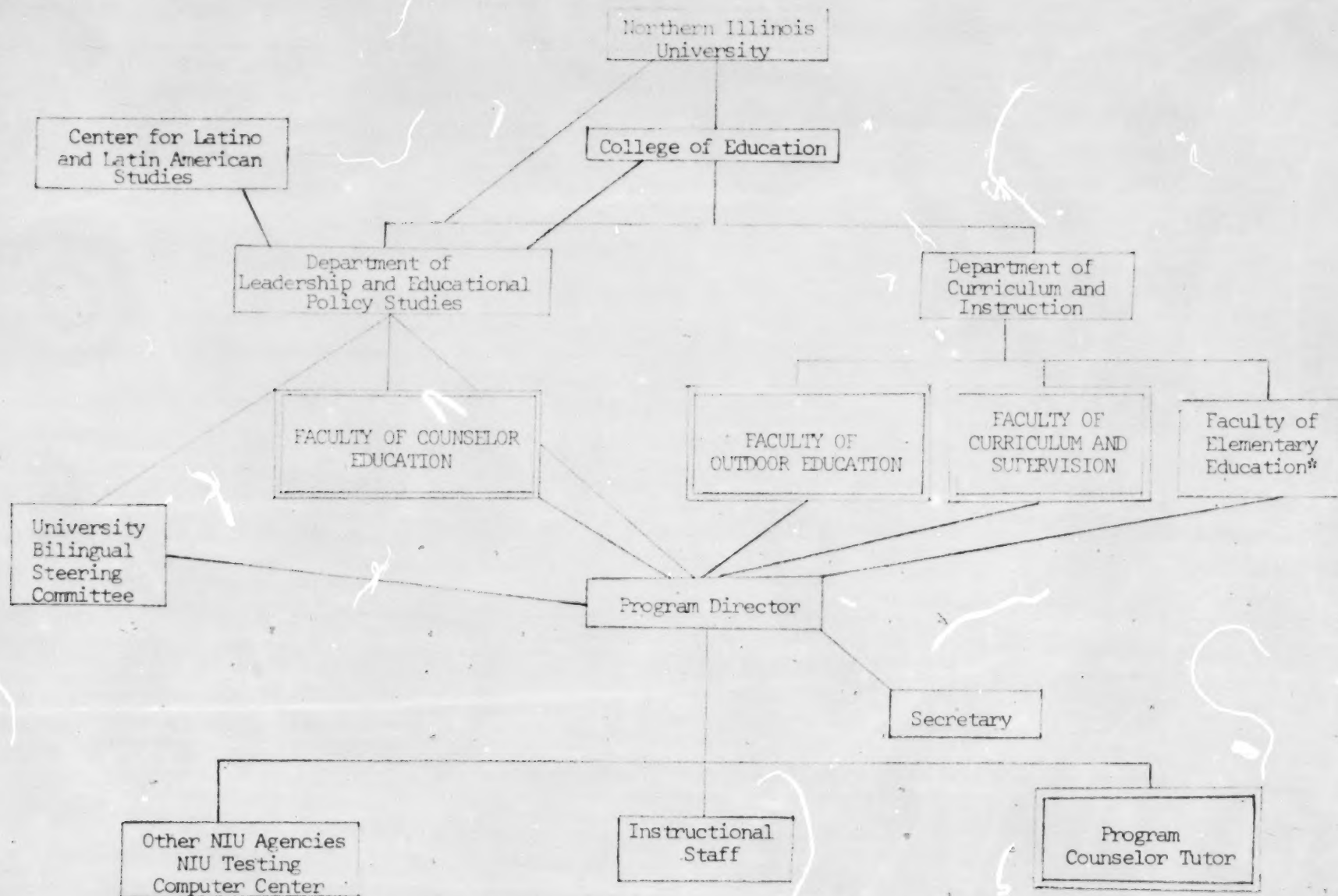
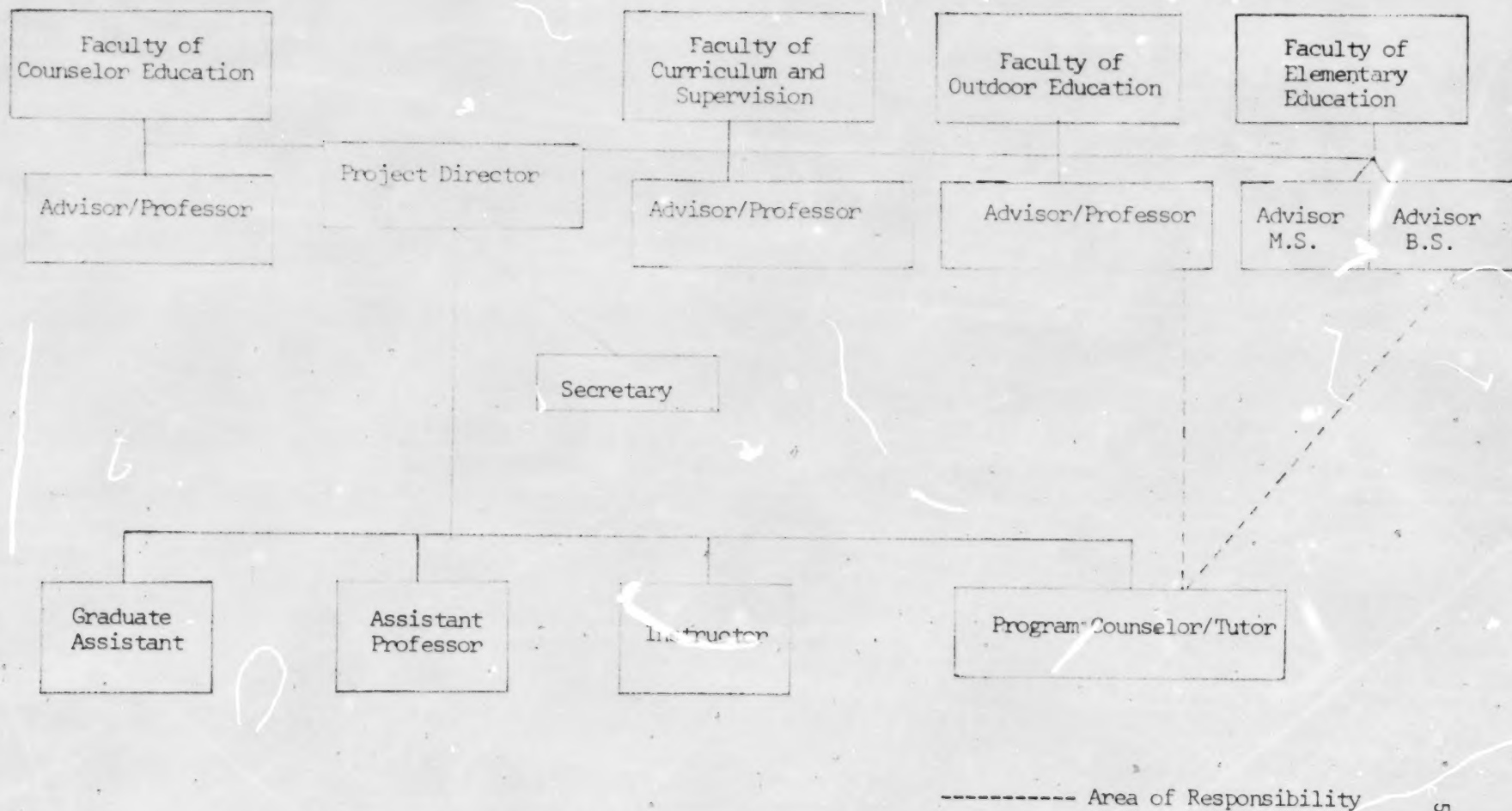


Figure 4: Organization Chart



52

61 Figure 5: Management and Administration

2. Increase the qualifications of certified bilingual teachers in Northern Illinois by providing training leading to a Masters Degree in Elementary Education with the specialization in bilingual/bicultural education and/or the Masters degree in Secondary Education with an area of interest in bilingual/bicultural education.
3. Improve and expand graduate bilingual/bicultural education at Northern Illinois University by providing Master level degree programs in Guidance and Counseling with an area of interest in bilingual/bicultural education and in Curriculum and Supervision with an area of interest in bilingual/bicultural education.
4. Expand the Master degree sequencing of courses to facilitate full time study.
5. Expand the recruitment of graduate students to the entire Midwest.
6. Increase the institutionalization of bilingual/bicultural education at Northern Illinois University by developing and implementing the bilingual/bicultural program in conjunction with two additional faculties within the Department of Curriculum and Instruction and in conjunction with the Faculty of Counseling in the Department of Leadership and Educational Policy Study.
7. Increase the number of certified and qualified counselors in bilingual/bicultural education.
8. Increase the number of certified and qualified curriculum and supervisory specialists in bilingual/bicultural education.

Participant Competencies

Successful participants will:

1. Communicate sufficiently in both the target language (Spanish) and in English to satisfactorily complete the Illinois approved language requirements leading to bilingual certification (or equivalent).
2. Understand the nature of language and culture and their interaction with education.
3. Understand the cultural, historical, and geographical background, linguistic history, and the present-day attitudes of Latinos.
4. Successfully implement the teaching/learning/counseling process in a variety of grade levels in bilingual/bicultural settings for the Spanish-speaking, taking into account the specific socio-emotional, linguistic, cultural, and educational needs of the student.

5. Reflect upon and evaluate one's own teaching/learning/ counseling strategies in the bilingual/bicultural educational placements.
6. Try on new teaching/diagnostic/counseling/supervisory/ curricular behaviors in relation to Spanish-speaking LEP students.

Specific Objectives and Competencies

Bilingual/Bicultural Core Courses (Graduate and Undergraduate)

CISC 345 Curriculum for the Elementary Bilingual/Bicultural Classroom
 An introduction to elementary school curriculum for the bilingual/bicultural child. The selection of classroom strategies and use of two languages in the instructional process for linguistically and culturally distinct students. The role of community members in the classroom. (Medium of Instruction: Spanish.)

Specific Objectives:

Students completing the course will be able to:

discuss with the bilingual and traditional elementary teacher the development of a unit for the bilingual/bicultural class.

describe methods of testing and evaluating the limited and non-English speaking students, including those with special needs, and participate in the evaluation.

develop teaching strategies taking into account linguistic, cultural, and developmental factors (of the learner) including those with special needs.

assess existing curriculum materials noting linguistic and cultural relevance, scope and sequencing, and respect for cultural diversity.

incorporate into curricular materials those activities which accurately reflect the learner's culture (his/her community) and language.

identify community resources and ways of integrating members of the community in the learning process.

analyze various instructional models and their applicability to bilingual/bicultural education.

use individual instruction to accommodate different learning styles in the various content areas taught in the native language.

discuss how the teacher leads the students to an awareness and the importance of pluralism in a democratic society.

show awareness of own strengths and weaknesses.

discuss how to motivate and challenge students.

CIEE 397 Survey of Assessment Instruments and Techniques in Bilingual Programs

A survey of assessment instruments and techniques related to language dominance, language proficiency, language achievement and educational assessment in bilingual/bicultural programs. (Medium of instruction: Spanish and English.)

Specific Objectives:

Students completing the course will be able to:

become aware of the Statewide uniform assessment procedures for bilingual education programs.

examine various assessment and observational techniques appropriate for bilingual students.

participate in field based practical observational techniques appropriate for bilingual students.

participate in field based practical observation and assessment sessions and to prepare student evaluation packets based on the practicum experience.

CIEE 420 Issues in Bilingual/Bicultural Education

Investigation of philosophical, historical and legislative bases to bilingual/bicultural education. PRQ: Consent of department. (Medium of instruction: Spanish and English.)

Specific Objectives:

Students completing the course should be able to:

define and distinguish bilingual education programs from other programs.

identify the major linguistic and cultural groups in the United States.

discuss the implications of defined issues and problems of these groups.

examine biculturalism/multiculturalism within educational context.

identify the various types of programs.

examine the history and legislation of bilingual/bicultural education.

distinguish transitioning from mainstreaming.

identify children with special needs who are culturally and linguistically distinct (medium of instruction: English).

- CIEE 421 Theory of Language and Bilingual/Bicultural Education
Designed for students of bilingual/bicultural education who wish to teach in bilingual school programs. Emphasis on a definition of bilingualism and its relationship to education, American attitudes toward bilingualism and the development of a rationale for the language education of students in bilingual/bicultural programs. PRQ: Consent of department. (Medium of instruction: Spanish and English.)

Specific Objectives:

Students completing this course will be able to:

define bilingualism, degrees of bilingualism and their relationship to school functioning.

identify language domains in which bilingual students need mastery and understand the appropriate language use for these domains.

compare and contrast theories of first and second language acquisition, potential interference, and the language acquisition problems of the special child.

understand the import of language acquisition theory for bilingual education.

Show awareness of language varieties and their use in the classroom.

- CIEE 423 Teaching Reading to the Elementary School Bilingual/Bicultural Child (Spanish)
Specialized instructional approaches, methods and materials for the teaching of reading in English and Spanish to the elementary bilingual/bicultural child. PRQ: CIRE 340 or equivalent or consent of department; and FLSP 411 or equivalent or consent of the department of Foreign Language and Literature. (Medium of instruction: Spanish.)

Course Objectives:

Students completing this course will be able to:

assess language dominance and language proficiency of all children, including those with special needs.

assess level of reading achievement in either first or second language.

assess readiness level in either language.

plan an effective sequence of reading experiences in both languages for children including those with special needs.

evaluate growth.

select effective reading materials, methods, and approaches.

provide for transitional points between both languages.

coordinate instructional efforts by both bilingual and nonbilingual staff.

The student will be able to critique the foregoing methods from the point of view of psycholinguistic theory.

CIEE 485A Student Teaching (Bilingual/Bicultural)
Student teaching for one entire semester. Assignments to be arranged with the Office of Clinical Education. PRQ: CIEE 383 or equivalent. (Medium of instruction: Spanish.)

Special Objectives:

Students completing the course will be able to:

analyze classroom instruction, teaching behavior, and pupil assessment.

practice educational theories..

assess and improve own professional skills.

teach effectively in all content areas using English and Spanish.

recognize and respect linguistic and cultural differences of all children.

choose teaching styles appropriate to linguistic, cultural, and developmental levels of students (including the child with special needs).

CIEE 490C/590C Teaching English as a Second Language to the Elementary School LEP Students

Workshop designed for teachers, supervisors, counselors, and administrators to study contemporary issues and problems of the public school. Content varies to provide the opportunity to study current problems. (Medium of instruction: English.)

Specific Objectives:

Students completing the course should be able to:

- verbalize theories of first and second language acquisition.
- evaluate the course of syntactical and phonemic development in children.
- show a grasp of contrastive linguistics as applied to second language learning by children.
- understand the role of cultural factors on motivation, self-concept and persistence in second language learning in children.
- demonstrate skill in teaching English as a second language to children, with attention to developing skills in listening, speaking, reading and writing.
- show knowledge of recommended methods and materials for teaching English as a second language to children.
- understand how to integrate English second language learning with the standard elementary school curriculum in such subject matter fields as science, social science, and related arts.
- understand techniques for working with children with special needs, especially linguistically delayed.
- show the relationship of English as a second language teaching to bilingual/bicultural education.

CIEE 521 Improvement of Instruction to Bilingual/Bicultural Classrooms
 The principles and implementation of bilingual/bicultural instructional models. PRQ: Consent of department. (Medium of instruction: Spanish and English.)

Specific Objectives:

Students completing this course will be able to:

be familiar with the ten possible instructional models in bilingual/bicultural education:

- single, accultural transfer
- single, accultural maintenance
- single, irredental transfer
- single, irredental maintenance
- dual, accultural transfer complete
- dual, accultural transfer gradual
- dual, irredental transfer complete
- dual, irredental transfer gradual
- dual equal maintenance
- dual differential maintenance

understand the instructional import of each model for school personnel.

be able to identify the sociolinguistic, psycholinguistic, cultural, and psychological principles supporting each model.

be able to identify content and methods appropriate to the models.

assess the advantages and disadvantages of each model in varied settings.

CIEE 587B Practicum in Bilingual/Bicultural Education

Selected field experiences in bilingual/bicultural classrooms for those who are interested in improving professional skills. Does not satisfy student teaching requirements. PRQ: Consent of department. (Medium of instruction: Spanish and English.)

Specific Objectives:

Students completing the course should be able to:

demonstrate increased skill in working with culturally and linguistically distinct students in a variety of learning environments, including mainstreamed settings.

identify, analyze, and implement a variety of educational strategies with culturally and linguistically distinct students in specific environments.

show the relationship of effective educational strategies to instructional models.

give theoretical bases for preferred strategies and models used with culturally and linguistically distinct students.

demonstrate increased skill in cooperative intraschool efforts to educate culturally and linguistically distinct students.

Bilingual/Bicultural Core Courses (Graduate only)

CIEE 590A Educational Assessment of LEP Students in Bilingual/Bicultural Programs

An analysis of evaluation and assessment techniques related to language dominance, language proficiency, language achievement and educational assessment. Emphasis: the issues of non-discriminatory assessment of bilingual students. Consent of department. (Medium of instruction: Spanish and English.)

Specific Objectives:

Students completing the course should be able to:

analyze methods and materials appropriate for assessment of students in Bilingual programs.

to participate in practicum assessment sessions.

be exposed to a variety of issues dealing with the educational assessment of students in bilingual programs.

become familiar with the statewide uniform data collection procedures for bilingual education.

to evaluate specific procedures for assessment of student language and achievement in bilingual programs.

CIEE 590B A Survey of Research in Multicultural/Bilingual Education
A survey of major conceptual and theoretical models and selected empirical studies in mulicultural/bilingual education. PRQ: Consent of department. (Medium of instruction: English.)

Specific Objectives:

To provide an opportunity for advanced students to intensively review reported research in education, linguistics, sociology, sociolinguistics, psycholinguistics, anthropology, history and other disciplines which bear directly on multicultural/bilingual education. This course will enable students to:

be knowledgeable about major empirical studies on multicultural/bilingual education.

locate and utilize research in multicultural/bilingual education published in various disciplines.

understand basic conceptual models.

be able to analyze research from varies disciplines which reflect on the education of linguistic and culturally distinct.

Figure 6, p. 61 shows the relationship between goals, participant competencies and specific objectives.

GOALS:

1. To increase the number of certified and qualified elementary bilingual teachers for the Spanish-speaking.
2. To improve and expand graduate bilingual/bicultural education at Northern Illinois University.
3. To increase the qualifications of bilingual teachers in Northern Illinois.
4. To expand the Master degree program of study to full time.
5. To increase the recruitment of graduate students beyond the limits of northern Illinois to the entire Midwest.
6. To increase the institutionalization of bilingual/bicultural education at Northern Illinois University.

PARTICIPANT COMPETENCIES:

1. To communicate in Spanish and in English.
2. To understand the nature of language and culture and their interaction with education.
3. To understand the cultural, historical, and geographical background, linguistic history and the present-day attitudes of the Latinos.
4. To successfully implement the teaching/learning/counseling process in a variety of grade levels in bilingual/bicultural settings for the Spanish-speaking.
5. To reflect upon and evaluate one's bilingual/bicultural educational field placements.
6. To try on new teaching/diagnostic/counseling/supervisory/curricular behaviors.

OBJECTIVES:

Course No.:	Course Title:	Page No.*
1. CIEE397	Survey of Assessment Instruments and Techniques in Bilingual Programs	55
CIEE590A	Educational Assessment of LEP Students in Bilingual/Bicultural Programs	59
2. CISC345	Curriculum for the Elementary Bilingual/Bicultural Classroom	54
CIEE420	Issues in Bilingual/Bicultural Education (Undergraduate)	55
CIEE485B	Student Teaching (Bilingual/Bicultural)	57
3. CIEE420	Issues in Bilingual/Bicultural Education (Graduate)	55
CIEE590B	A Survey of Research in Multicultural/Bilingual Education	60
CIEE421	Theory of Language and Bilingual/Bicultural Education	56
4. CIEE423	Teaching Reading to the Elementary School Bilingual/Bicultural Child (Spanish)	56
CIEE490C/590C	Teaching English as a second Language to the Elementary School LEP Students	57
CIEE521	Improvement of Instruction to Bilingual/Bicultural Classrooms	58
CIEE587B	Practicum in Bilingual/Bicultural Education	59

*See pages listed for specific objectives.

Figure 6: Relationship Between Goals, Participant Competencies, Specific Objectives